

**EXAMPLE MKT 370 SYLLABUS FROM PRIOR SEMESTER**  
**(WILL BE UPDATED FOR FALL 2022)**

**Course Objectives**

This capstone course is a strategic marketing course designed to wrap together the business skills you have learned during your McCombs program. This is a case course where students analyze business cases to develop skills in evaluating and formulating strategic marketing decisions. Students apply their business skills toward developing a growth plan for a company.

This capstone course “ties everything together.” It is a generalist’s course, not a specialist’s course: we will not spend a large amount of time on one marketing mix variable or marketing function. This is not an advanced marketing course. Instead, all marketing mix variables will be discussed in an integrated way, with a focus on the fundamental, applied to real-world problems. The course will use a mixture of cases, data, discussions, models and readings – integrating concepts and hands-on problem solving.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

## **Materials**

### Required Readings

All cases and simulations are required reading and included in the course packet. Please purchase the digital course packet from HBS Publishing using the link provided on Canvas. Everyone must purchase their own copy of the course packet. Do not share copies of the packet as this is a violation of the author's copyright.

### Optional Readings

Background articles and analysis toolkits will also be listed under each class module on Canvas. These optional readings can generally be accessed through the UT Library (for free) or, in some cases, via the HBS Publishing website (for a fee). Students can choose on their own whether to spend the time or money to obtain the optional readings listed on Canvas.

For example, enter the title of the reading into the "Articles & More" search box found on the UT Libraries website <http://www.lib.utexas.edu>, after entering your EID and password. Depending on the source, you will either be able to read online or download a PDF.

### Other Materials

Other materials, such as study questions for case studies and class slides, will be available on Canvas.

### For Further Learning (optional)

For those interested in more resources, some relevant texts are listed below.

Kotler, Philip and Kevin Keller (2015), *Marketing Management (15<sup>th</sup> Edition)*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Winer, Russell S. and Ravi Dhar (2010), *Marketing Management (4<sup>th</sup> Edition)*. Pearson.

And for additional guidance on marketing plans, refer to the following texts.

Calkins, Tim (2012), *Breakthrough Marketing Plans: How to Stop Wasting Time and Start Driving Growth (2<sup>nd</sup> Edition)*. Palgrave Macmillan.

Cohen, William A., (2006), *The Marketing Plan (5<sup>th</sup> Edition)*. Hoboken, NJ: J. Wiley & Sons.

Kerin, Roger and Robert Peterson (2012), *Strategic Marketing Problems: Cases and Comments (13<sup>th</sup> Edition)*. Pearson.

## Schedule

This is a tentative class schedule. Use the modules in Canvas for readings and assignment deadlines as Canvas will be updated, but not this document.

1/19 1. Course Overview	1/21 2. Understanding Value I <i>Federal Express</i>
1/26 3. Understanding Value II <i>Cialis</i>	1/28 4. Determining Value I <i>Marker Motion</i> <b>GROUP ASSIGNMENT 1 DUE</b>
2/2 5. Determining Value II <i>Calyx Flowers</i>	2/4 6. Differentiating Value I <i>Datril</i>
2/9 7. Project Team Meetings <i>(Virtual: Group with Professor)</i>	2/11 8. Project Team Meetings <i>(Virtual: Group with Professor)</i>
2/16 9. Differentiating Value II <i>Ikea</i>	2/18 10. Assessing Value I <i>Harrington</i> <b>INDIVIDUAL ASSIGNMENT 1 DUE</b>
2/23 11. Assessing Value II <i>Guest Speaker (TBD)</i>	2/25 12. Communicating Value I
3/2 13. Communicating Value II	3/4 14. Capturing Value I <i>Universal Press</i>
3/9 15. Capturing Value II <i>GE Light Bulb</i>	3/11 16. Delivering Value <i>Aqualisa Quartz</i> <b>INDIVIDUAL ASSIGNMENT 2 DUE (PART A)</b>

3/16 <b>NO CLASS</b> Spring Break	3/18 <b>NO CLASS</b> Spring Break
3/23 17. Growing Value: Traditional <i>Gillette Fusion</i> <b>INDIVIDUAL ASSIGNMENT 2 DUE (PART B)</b>	3/25 18. Launching Value <i>Unilever Brazil</i>
3/30 19. Project Team Meetings <i>(Virtual: Group with Professor)</i>	4/1 20. Project Team Meetings <i>(Virtual: Group with Professor)</i>
4/6 21. Growing Value: Digital <i>Camera Castle</i> <b>GROUP ASSIGNMENT 2 DUE</b>	4/8 22. Mid-Course Review
4/13 23. Midterm Exam <i>(Take-Home)</i> <b>INDIVIDUAL EXAM</b>	4/15 24. Creating Value – Partnerships <i>Guest Speaker (TBD)</i>
4/20 25. Creating Value – Products <i>Guest Speaker (TBD)</i>	4/22 26. Creating Value – Salesforce <i>Guest Speaker (TBD)</i>
4/27 27. Group Presentations	4/29 28. Group Presentations
5/4 29. Group Presentations	5/6 30. Group Presentations
5/11 <b>NO CLASS</b> Exam Period <b>GROUP ASSIGNMENT 3 DUE</b>	

## **Teams**

As part of your preparation for class, you should work together in study groups to prepare the assigned case studies. The purpose of these groups is to assist each student in developing his or her understanding of the issues and topics raised in the cases. The study group is a useful and informal forum in which to test your ideas. Further, your study group should also be the same group you work with on the written assignments, thus allowing you to build your problem-solving skills as a team as the term progresses.

Please form your own 5-person teams for preparing cases and completing the group assignments. I expect students to be responsible for managing the division of labor within the group.

*\*\*\*Email your team composition (including full names and student numbers) to the course teaching assistant before the start of Class Session #3.*

## **Attendance**

Your attendance for each class session is important because this course is experiential and discussion-based with significant student interaction in class which cannot be replicated outside of class. Thus, attendance is mandatory for all class sessions.

There are no 'makeup assignments' when you miss a session. However, while students are expected to attend all class sessions, situations may arise when you need to miss a session. I trust your judgment. There is no need for you to notify me and provide an explanation for your first absence. If you need to miss two or more class sessions, then please do let us know the reason (preferably in advance). Also, it is your responsibility to provide the required documentation (to the course teaching assistant) for a qualified McCombs 'excused' absence.

*\*\*\*Attendance can impact your course grade as follows:*

- *0-1 unexcused absences: no impact on course grade*
- *2 unexcused absences: highest course grade obtainable is a B+*
- *3 unexcused absences: highest course grade obtainable is a B*
- *4 unexcused absences: highest course grade obtainable is a B-*
- *>4 unexcused absences: fail*

## Assessment

During the term, students will be evaluated based on their performance in each of the following activities:

Class Participation	10%	(individual)
Individual Assignment #1 – simulation	5%	(individual)
Individual Assignment #2	15%	(individual)
Group Assignment #1 – simulation	5%	(group)
Group Assignment #2 – simulation	5%	(group)
Group Assignment #3 – company analysis	35%	(group)
Midterm Exam	25%	(individual)

Note that the overall grade is based on both individual-level performance (55%) and group-level performance (45%).

Course grading will be plus/minus and will be curved to roughly achieve the McCombs target for undergraduate elective courses: A 15% (4.0); A- 20% (3.67); B+ 25% (3.33); B 35% (3.0); B- and lower 5% (2.67). This course uses the target distribution as a guideline for establishing final grades by ranking total scores within the class. There is no predetermined letter-grade distribution. The class's overall performance will determine score cut-offs for letter grades. You must earn a minimum of 65% of the total points for the course to receive a passing grade. Any assignments submitted after the due date/time will receive a score of zero.

### Class Participation (10%)

Every session of the course will involve interaction in the form of class discussion. I expect each student to be prepared at all times to comment in any class session. To reinforce this expectation, I will randomly select (i.e., cold call) students at the beginning of the session (to open the class) and throughout the ensuing discussion (whether or not the student's hand is raised).

Many of the sessions in this course follow a case discussion format. The case method is not always an efficient learning vehicle, but it is one of the most effective means of sharpening your decision-making abilities, requiring you to be an active participant in resolving a marketing problem. The assigned cases are intended to give you practice in assembling data to support a decision. Further, the case method provides a vehicle by which to apply the theories, concepts, and analytical devices discussed in a class or in the reading materials. Finally, the discussion forum provides an opportunity to argue your position and to learn from others by listening to their comments and criticisms.

*CASE PREPARATION.* In preparing for class, I recommend that you read the case more than once. The first reading should give you a feeling for what the case is about and the types of data contained in the case. Many people like to underline or otherwise mark up their cases to pick out important points relating to the business and the situation; e.g., customer behavior and trends, competitor behavior and trends, and the firm's strengths and weaknesses. Be sure to pay attention to the exhibits in the case; these often contain information that will be useful in analyzing the situation.

Once you have a good idea of the fundamentals, you should read the case again with the goal of understanding the specific situation. You will want to get at the root causes of problems and gather data from the case that will allow you to make specific action recommendations. During this reading, carefully prepare your answers to the assigned discussion questions. As is often the situation in actual practice, cases may not have all the data you would like. Nevertheless, it is critical that you develop a reasoned plan of attack on the basis of the data available. Moreover, you should not attempt to find out what happened to the company or business as a basis for making your decision. At no time should papers or notes from previous or concurrent marketing courses be used. These criteria apply to both in-class and written case analyses.

In the class discussion, we will try to build a complete analysis of the situation and address the problems and issues in the case. Each person is expected to be prepared to share his or her individual views with the class. The principal objective of the discussions is to examine completely all aspects of the situation: facts, suppositions, alternatives, final action. In these sessions, it is my job to facilitate discussion: first to obtain all views and finally to help pull together the prevailing views of the discussion. Note that the direction and quality of the discussion is the collective responsibility of the group.

A typical request at the end of a case discussion is: What is the answer? Let me emphasize here that the case method of learning does not provide the answer. In most case discussions, several viable "answers" will be developed and supported by various participants. In real life, there is a multitude of factors (only a tiny fraction of which are detailed in the case) that contributes to a decision's success or failure. What *is* important is that you know what you would have done in that specific marketing situation, that you clearly communicate your marketing analysis and recommendation, and that you can defend that analysis and recommendation. You will be evaluated on your ability to defend your recommendations. There are often very excellent defenses available on both sides of

any given issue. A sensible recommendation, when based on superficial reasoning, is not compelling.

In selecting case materials, I chose cases that are relevant (i.e., fit the pedagogical objectives of the course), interesting (i.e., topical), or both. Some of the cases may appear to be far-removed from problems pertinent to your particular industry experience, but in general, the lessons to be learned from the cases are universally relevant and transcend particular situations and time.

*EVALUATING PARTICIPATION.* Grading class participation is necessarily subjective. Some of the criteria for evaluating effective class participation include:

1. Is the student present at every class? Attendance records will be maintained for each class session (including the guest speaker sessions).
2. Is the student prepared, and do his or her comments show evidence of analysis of the case, thereby adding to the group's understanding of the situation? Does the student go beyond simple repetition of case facts without analysis and conclusions? Do comments show an understanding of theories, concepts, analytical devices presented in class lectures or reading materials?
3. Is the student a good listener? Are the points made relevant to the discussion? Are they linked to, but not redundant with, the comments of others? Is the student willing to interact with other class members?
4. Is the student an effective communicator? Are concepts presented in a concise and convincing fashion?

Keep in mind that your grade for class participation is not simply a function of the amount of "airtime" you take up. In general, I will evaluate you on how well you respond to the questions and on how effectively you take into account the comments and analyses of your classmates.

*\*\*\*Scoring for each student's participation (during a single class session) is based on the example guidelines listed below. At the end of the term, the participation score for each class session is added up to create an overall participation score (normalized index) for every student.*

- +2 points = Outstanding comment, challenge or rebuttal (standing alone).
- +1 point = Good comment or rebuttal.
- 0 points = Present but not participating; or fair but unenlightening comment.
- -1 point = Not prepared to comment; or not on time for class without prior notification.
- -2 points = Distracting class by using phone or having side discussions.

### Individual Assignment #1 – simulation (5%)

Each student will complete the simulation exercise for the “Food Truck Challenge” case. The assignment consists of two parts: simulation and reflection. The assignment is due via Canvas by 09:00am on the deadline date.

*(1) SIMULATION.* Half of the student’s grade depends on fully completing the simulation (on an individual basis). Follow the instructions provided to play the simulation as seriously and effectively as possible. Each student must complete the simulation independently. Your goal should be to maximize your own individual score.

*(2) WRITTEN SUBMISSION.* The other half of the student’s grade is based on a short reflection exercise (one submission per student). There is a strict upper limit of 400 words for your written submission. To complete this assignment, you will need to reflect on the topics listed below and write up your own evaluations about the exercise. Focus on your biggest challenges and most novel insights. A suggested list of topics include:

1. Why did you make your ‘initial’ choices in the simulation? What was your decision-making rationale?
2. If you ever chose the pushcart option, why did you do so? What made it difficult to pursue this option?
3. If you ever chose the research option, what motivated that decision? Were there any challenges involved?
4. If you ever chose to operate the food truck rather than the pushcart, what was your rationale?
5. How did you assess market feedback and modify your choices as time progressed in the simulation?
6. What did you learn overall? Were there any lessons you can apply to market analysis?

Make sure to complete the simulation as follows:

- Complete Run 1 (individually).
- Review your performance and reflect on the experience (e.g., overall performance, challenges, best practices, etc.).
- Complete Run 2 (individually).
- Prepare your individual assignment submission.

Further instructions for accessing the simulation will be provided during the term.

*\*\*\*Scoring for each student’s assignment is based:*

- 50% on her simulation (i.e., full completion).
- 50% on her written submission.

### Individual Assignment #2 (15%)

Each student will submit an Analysis Reflection (based on her individual work and insights) for the group capstone project (i.e., company analysis and growth plan project). The assignment is due via Canvas by 09:00am on the deadline date.

*WRITTEN SUBMISSION.* There is a strict upper limit of 1,200 words for your written submission. As an option, you may also submit up to five (5) additional pages of appendices and exhibits.

One of the key components of the group capstone project is that team members must conduct substantial primary and secondary research activities – and, in turn, use the evidence from rigorous analyses to justify their proposed recommendations.

The individual assignment – that must be completed independently by each team member – is to write an Analysis Reflection that addresses the following questions:

1. What are the specific steps that you took to collect primary and secondary data? For example, provide details on who you observed, who you interviewed, how you implemented a survey, or which secondary sources you accessed.
2. What are the specific ways that you analyzed these data, examined patterns, or reviewed notes from your research activities?
3. What are the specific insights that you uncovered – about the company, customers and competitors?
4. What were the most novel insights that you discovered overall? In other words, what was most surprising to you or what assumptions did you overturn through your research and analysis activities?
5. What were the most important insights that you discovered overall? In other words, what lessons or learnings do you are most critical to bring forward into the next stage of your group's capstone project?

*\*\*\*Scoring for each student's assignment is based:*

- 67% on her first submission. [PART A]
- 33% on the quality of her review of a peer's submission. [PART B]

### Group Assignment #1 – simulation (5%)

Each team will complete the simulation exercise for the “Marker Motion” case. The assignment consists of two parts: simulation and reflection. All group members will receive the same grade for the group assignment. The assignment is due via email to the course TA by 09:00am on the deadline date.

(1) *SIMULATION*. Half of your group’s grade depends on all team members completing the simulation (on an individual basis). Follow the instructions provided to play the simulation as seriously and effectively as possible. Each student must complete the simulation independently, but you are encouraged to meet as a group to share experiences and best strategies. Your goal should be to work as a team to maximize the performance of everyone in your group – since your final group score will be the average of all group members’ individual scores.

(2) *WRITTEN SUBMISSION*. The other half of your group’s grade is based on a short reflection exercise (one submission per group). There is a strict upper limit of 400 words for your written submission. To complete this assignment, you will need to meet as a group after everyone has completed their final simulation run. Have a discussion on the topics listed below and write up your group’s overall evaluations about the exercise. Focus on your group’s biggest challenges and most novel insights. A suggested list of topics include:

1. Describe the needs/problems of each potential customer segment.
2. Are all segments equally attractive to MM? If yes, why? If not, why not?
3. Who are (or should be) MM’s target customers?
4. How do the different segments’ needs and expectations evolve over time? Why?
5. How does customer satisfaction change over time?
6. How do investments in market research, or integrated marketing communications (e.g., advertising), affect your management of MM?

Make sure to complete the simulation as follows:

- Complete Run 1 (individually).
- Meet with your study group and share your experiences (e.g., overall performance, challenges, best practices, etc.).
- Complete Run 2 (individually). Each student should independently complete this simulation run; however, it is okay for this to take place when the group has scheduled to meet and work on the assignment.
- Prepare your group’s assignment submission.

Further instructions for accessing the simulation will be provided during the term.

*\*\*\*Scoring for each team’s assignment is based:*

- 50% on their simulation (i.e., completion by all team members).
- 50% on their written submission.

### Group Assignment #2 – simulation (5%)

Each team will complete the simulation exercise for the “Kent’s Camera Castle” case. The assignment consists of two parts: simulation and reflection. All group members will receive the same grade for the group assignment. The assignment is due via email to the course TA by 09:00am on the deadline date.

(1) *SIMULATION*. Half of your group’s grade depends on all team members completing the simulation (on an individual basis). Follow the instructions and play the simulation as best you can. Each student must complete the simulation independently, but you should meet as a group to share insights and increase your team members’ chances of scoring high.

(2) *WRITTEN SUBMISSION*. The other half of your group’s grade is based on a short reflection exercise (one submission per group). There is a strict upper limit of 400 words for your written submission. Once everyone has completed their final simulation run, discuss the topics listed below and write up your group’s reflection. Focus on your group’s key challenges, best strategies, and most important lessons learned. A suggested list of topics include:

1. Ad Campaign: what worked; what didn’t work.
2. Email Campaign: what worked; what didn’t work.
3. Lessons Learned: what did we not know before, but now have a better understanding on.

Make sure to complete the simulation as follows:

- Complete Run 1 (individually).
- Meet with your study group and share your experiences (e.g., overall performance, challenges, best practices, etc.).
- Complete Run 2 (individually). Each student should independently complete this simulation run; however, it is okay for this to take place when the group has scheduled to meet and work on the assignment.
- Prepare your group’s assignment submission.

Further instructions for accessing the simulation will be provided during the term.

*\*\*\*Scoring for each team’s assignment is based:*

- 50% on their simulation (i.e., completion by all team members).
- 50% on their written submission.

### Group Assignment #3 – company analysis (35%)

As a capstone project, each team will complete a Company Analysis (growth plan + pitch deck + presentation) for a new product launch and/or new market entry. This team project is an opportunity for you to learn how to analyze a business situation, identify growth opportunities, prepare detailed analyses, and make specific recommendations. As an exercise, it serves to integrate the key points of the marketing curriculum as well as to prepare you for thinking about how to approach similar problems in the real world. A second key benefit of this project is that you have an opportunity to learn about a business of your own choosing – i.e., teams are free to choose their own company to analyze, but the focus must be on a specific product launch or market entry that is relatively new (i.e., not yet implemented or done so within the last year).

A Growth Plan contains an analysis of the situation surrounding a marketing opportunity (e.g. new product launch; new market entry) and a proposed course of action. It is similar to a Marketing Plan except that particular emphasis should be given to strategic decisions and tactical actions that will increase revenues and customers (i.e., lead to ‘profitable’ sales/market growth). Many books have detailed the components of a Growth or Marketing Plan (refer to readings listed in the Course Materials section). An alternative “7As” approach for structuring your Growth Plan is outlined below. Teams are free to choose how they would like to structure their submission, though it should contain substantial analyses (e.g., of primary and secondary data the students collect).

1. Account
  - a. Company description, history and key managers/founders (be brief!)
2. Angst
  - a. Problem (e.g. statement of core ‘underlying’ problem the company faces)
  - b. Symptoms (e.g. indicators or warning ‘signs’ that manifest due to problem)
  - c. Opportunity (e.g. silver lining or positive potential if problem solved)
3. Analysis I: Field
  - a. Customer (e.g. needs/wants, preferences, trends, latent demand)
  - b. Company (e.g. offering, portfolio, differentiators, deficiencies)
  - c. Competition (e.g. current/future alternatives, response profiles)
4. Analysis II: Focus
  - a. Segmentation (e.g. groups, identifiers, a priori vs. benefit-based)
  - b. Targeting (e.g. which segments to target – what, why, where, when)
  - c. Positioning (e.g. parity and differentiation – vertical vs. horizontal)
5. Analysis III: Feasibility
  - a. Market (e.g. size, addressable market, growth rate, expanding vs. stealing share)
  - b. Firm (e.g. money, skills, time, pessimistic/optimistic penetration rates)
  - c. Product (e.g. unit contribution, break-even volume, cannibalization)
6. Action I: Tactics
  - a. Product (e.g. features/functions, versioning, design, packaging)
  - b. Price (e.g. economic value, perceived value, monetization)
  - c. Pull (e.g. promoting: advertising, communications, branding, search, social media)
  - d. Push (e.g. selling: channels, customer acquisition/retention, salesforce)
7. Action II: Targets
  - a. Goals (e.g. 2-3 longer term, firm performance metrics, ‘smart’ goals)
  - b. Milestones (e.g. 5-7 concrete steps with timelines, resources, measures)
  - c. Decision (e.g. final recommendation based on analyses and action plan)

(1) *WRITTEN SUBMISSION*. The main deliverable will be a Growth Plan (similar to descriptions provided above) that contains an analysis of a new marketing opportunity and a proposed course of action, with the objective of increasing ‘profitable’ sales/market growth. There is a strict upper limit of 2,500 words for the written submission. Teams may also submit up to ten (10) additional pages of appendices and exhibits – which should include evidence of your primary and secondary research activities, as well as key findings and insights. This written submission is due via Canvas by 09:00am on the deadline date.

(2) *PITCH DECK*. There is a strict upper limit of 25 slides for the pitch deck submission (not including the title slide). Teams may also submit up to five (5) additional slides with exhibits. This pitch deck is due via Canvas by 09:00am on the group’s assigned presentation date – please email a copy to the professor and TA before your presentation begins.

(3) *PRESENTATION*. Each team will also be required to deliver a professional pitch in front of the class. There is a strict upper limit of 25 minutes for the presentation (plus 10 minutes of Q&A) and all team members must present. The aim of the presenters is to convince the audience to grant them the requested resources (money, time, people) to successfully complete their new product launch or market entry – in this way, the audience should be viewed as senior executives in the focal company or potential investors interested in the venture. In addition to the professor, three students will be randomly selected to review and score each team’s pitch deck and live presentation.

*\*\*\*Scoring for each team’s assignment is based:*

- 60% on their written submission.
- 20% on their pitch deck.
- 20% on their presentation (i.e., live performance of all team members).

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Further details will be discussed throughout the term, however, please review the guidance outlined previously for structuring a Growth Plan. In addition, an important feature of this project is that teams must conduct substantial primary and secondary research activities – providing evidence from rigorous analyses that justify the team’s conclusions and bolster support for its proposed actions. Thus, there are two main phases to this team project.

*PHASE 1: ANALYSIS*. You will conduct an exhaustive situation analysis for the chosen company by collecting relevant secondary and primary data. The goal will be to identify potential growth opportunities (i.e., new product launch or market entry) based on a detailed analysis of customers’ needs and preferences, the focal company’s offerings and differentiators, and the main competitors in the marketplace. Some criteria to consider include:

- Effective definition and rationalization of problems and growth opportunities.
- Efforts to collect the data relevant to addressing these problems/opportunities.
- Rigorous primary and secondary research using relevant marketing concepts, particularly the approaches covered in class.
- Effective quantitative analysis, as appropriate.
- Systematic evaluation of the growth opportunities identified to select the most promising one and outline the strategic direction the company should take.

*PHASE 2: ACTION*. Next, you will focus on the “how” aspect of creating and executing your marketing tactics to achieve the identified growth opportunity. The Phase 2 action plans should

logically flow from your Phase 1 analysis, and integrate relevant components from Phase 1, so that the overall written deliverable is a comprehensive Growth Plan. Some criteria to consider include:

- Data and analysis driven approach to selecting the most promising opportunity and strategic direction.
- Accurate applications of marketing tactics.
- Coherent program (set of tactics) that fit together and are feasible to implement.
- Compelling recommendations with concrete steps, milestones, and timeline.
- Effective report writing that clearly communicates the research steps taken, analysis conducted, and recommended actions.

This project is yours, so the choice of which company to study is wide open. You should select a business in an industry that you are passionate about rather than one you think will be easy to study. You may select a well-established company or you may choose to study a start-up. If you are more interested in business-to-business marketing, then choose this.

In addition, keep in mind that you should lean toward companies for which it is easier to:

- Access data about the business – product/service details, markets served and performance, main elements of the marketing mix, and underlying strategic thinking.
- Access the company’s customers – or at least representative individuals or firms from its target market – such that you can conduct primary research (e.g., ethnographic or observational; interviews or focus groups; surveys or choice experiments).

*Note: under no circumstance should you select a company which any team members have previously studied for other class projects.*

Below are the tentative milestones for your team Company Analysis project.

<b>Deadline</b>	<b>Deliverable</b>
Before Session #3	Communicate team membership to teaching assistant (TA) via email.
Before Session #5	Submit Project Proposal (two company ideas in rank order) to teaching assistant via email.  Use the Project Proposal template posted on Canvas. Please also use the following filename convention: <i>“MKT370 Section #####: Group # – Project Proposal”</i> .
Before Session #7	Submit a 1-page Analysis Plan (max 400 words) that outlines the overall project approach (including both secondary and primary research), as well as a description of project milestones and team member responsibilities. This plan will be discussed with the professor during the subsequent group meetings.  Please use the following filename convention: <i>“MKT370 Section #####: Group # – Analysis Plan”</i> .
Sessions #7-8	Meet with professor for feedback on Analysis Plan.
Before Session #19	Submit a 1-page Action Plan (max 400 words) that outlines the marketing

	<p>tactics and actions you will examine further as potential recommendations to the company – for exploiting the identified growth opportunity. This plan will be discussed with the professor during the subsequent group meetings.</p> <p>Please use the following filename convention:  <i>"MKT370 Section #####: Group # - Action Plan"</i>.</p>
Sessions #19-20	Meet with professor for feedback on Action Plan.
Sessions #27-30	Presentation deliverables due: Pitch Deck (max 25 slides) and Presentation by all Team Members (25 minutes).
After Session #30	Written Submission due: Growth Plan (max 2500 words).

### Midterm Exam (25%)

The midterm examination will consist of a case analysis (guided by questions, similar to the ones we have analyzed throughout the term). It is designed to test how well you can apply the knowledge and skills learned in the course.

- This midterm examination will be a 'take-home' exam that is to be completed only during the allocated 48-hour period.
- It is an open book and open note format.
- The same case (to be used on the exam) will be posted on Canvas one week before the exam date.
- As preparation, students are encouraged to work in their study groups to review course concepts and apply them to the case.
- However, the exam must be completed individually by each student. There is no discussion of exam questions in any manner (verbally, electronically, etc.) and no sharing of any exam responses in any manner.
- There will be no make-up exam for any reason – this includes interviews, personal issues, illnesses, school-sponsored trips, family emergencies, etc. Students missing an exam will receive a score of zero.
- If you have an accommodation from the Dean of Students SSD office which you would like to have considered, please provide the professor with documentation no later than one week prior to the exam date. Students using an accommodation for extra time allowed for exams will take their exam in the GSB Testing Center, space permitting, at the same time as the rest of the class. There are no exceptions.

The same criteria used to assess the individual and groups assignments will be used to judge your test performance. Thus, the best way to prepare for the exam is to conscientiously study each of the cases throughout the term, answer the discussion questions, read the assigned readings, and attend the classes.

*\*\*\*Scoring for each student's exam is based on:*

- *~15-20 short response questions (applied to a case) worth a total of 100 points.*

## **Procedural Matters**

### Name Cards

Students should display their name cards for every class session – for online (i.e., Zoom) classes, please ensure your full name and video is visible during the entire class session. This helps facilitate class participation and overall engagement during discussions. Also, students should let the professor know if there is a ‘preferred name’ they would like everyone to use.

### Student Effort and Collaboration

Most of the material you will encounter in marketing management is not highly mathematical or heavily analytical (i.e., it is not rocket science). The secret to success in the subject matter is working hard to integrate a wide variety of disparate tools and frameworks into a coherent approach to solving marketing problems. This kind of individual learning requires individual effort.

If you are unclear about what types of collaboration are permitted and what types are prohibited in this course, please refer to the following guidelines:

- Discussion within your study group is acceptable and encouraged for purposes of general case preparation. Each group should establish an expectation that every member participates in the group process (i.e., no free riding!), which means at a minimum having read and thought about the assigned material. Each individual should have sufficient grasp of the material to be able to hold his or her own during class participation (i.e., one should not expect to "pass the baton" to a study group teammate when called upon).
- Your class preparation should not benefit from notes of case discussions from students who have taken this course in prior years or at other schools. This means that you should not use analyses of cases posted to the Internet or sent via e-mail from individuals outside your study group.
- Because not all marketing students cover the same cases at the same time (or even in the same term), please refrain from discussing the details of the class outside of your section until all students have had the opportunity to grapple with the issues from the case.
- For your group assignments, it is important that you demonstrate how well your group members understand the course concepts. For this reason, please do not consult with individuals outside of your study group.

### No Late Assignments Accepted

No submissions will be accepted after the due date/time for any assignment. Assignments usually have some sequential follow on activity such as discussion in class or peer reviews. Deadlines are set for the last possible date for submission to accommodate the subsequent activity.

### Plagiarism Detection Tool

Students should be aware that some assignments may be submitted through a plagiarism detection tool such as Turnitin.com. Turnitin is a software resource intended to address plagiarism and improper citation. The software works by cross referencing submitted materials with an archived database of journals, essays, newspaper articles, books, and other published work. In addition, other methods may be used to determine the originality of the paper. This software is not intended to replace or substitute for the professor's judgement regarding detection of plagiarism.

### No Laptop Computers or Mobile Phones

No open laptop computers or mobile phones will be permitted during our class. You are welcome to use iPads or tablets for the explicit purpose of taking notes or reviewing your case/reading materials during class – but not laptop computers or mobile phones. In addition, electronic devices should never be used during class for checking emails, social media sites, text messages, etc. Please contact your professor to request an accommodation if you have a unique situation.

### Requests for Scoring Review

After receiving a score for anything in the course, you have 7 calendar days after the score is posted on Canvas to email a written request for review of the score to the professor. Your request for scoring review must include your original submission and a detailed explanation as to specifically what you would like reviewed and why it should be reviewed.

### McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. *You should treat the classroom as you would a corporate boardroom.* Professors are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The classroom experience is enhanced when:

- Students arrive on time. On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and professors and it enhances learning by reducing avoidable distractions.
- Students are fully prepared for each class. Much of the learning in the McCombs program takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual, but also their peers.
- Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- Students minimize unscheduled personal breaks. The learning environment improves when disruptions are limited.
- Technology is used to enhance the class experience. When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Professor office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if professor time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of technology in class. Professors will let you know when it is appropriate.
- Phones and wireless devices are turned off. We've all heard the annoying ringing in the middle of a meeting. Not only is it unprofessional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

## **Important Notifications**

### Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://diversity.utexas.edu/disability/>.

### Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

### Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

### Title IX Reporting

Title IX is a federal law that protects against sex and gender based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit [titleix.utexas.edu](http://titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

### Notification Regarding BBA Recruiting Conflicts

Conflicts occasionally arise between classes and the search for employment. We understand how important the job search process is to you, and McCombs provides many resources in support of career exploration and search. However, UT is first and foremost an educational institution and

your BBA degree will be the credential that certifies your education. As such, education will take precedent whenever such a conflict arises.

All companies that recruit at McCombs are informed of this fact. Should a conflict arise, we recommend the following steps:

- Check the syllabus to see if an exception is provided that would allow you to satisfy class obligations while still attending the job event (e.g., you may miss a certain number of classes without penalty, dropping your lowest exercise score, etc.).
- Note that a job-related conflict, whether a current job or a potential one, is usually not an acceptable reason for missing an exam or taking a make-up, and may not be acceptable in other circumstances either. If any doubt exists, check with your professor.
- If no exception is provided, inform the company that an academic conflict exists and request an accommodation.
- If no accommodation is provided, contact BBA Career Services and request their assistance in resolving the situation.

Note that while we do have influence with the companies that recruit at McCombs, not all conflicts can be resolved, and we have little or no influence with companies that do not recruit through the Recruit McCombs system.

Finally, be aware that it is not unreasonable for an employer to expect you to go to some lengths to show your interest in them. In a recent example, several students completed an exam at 9 pm and were expected to attend an on-site interview in Houston the next morning at 8 am. A 5:30 am flight from Austin was available and the students were expected to be on it. This is reasonable, and if you think it is unfair, you probably need to reconsider what you believe are the reasonable expectations of a good job and career in business.

### Policy on Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://my.mcombs.utexas.edu/BBA/Code-of-Ethics>. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

### Campus Safety

Please note the following recommendations regarding emergency evacuation, provided by the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety>:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050 (or <https://operations.utexas.edu/units/csas/bcal.php>).
- Further information regarding emergency evacuation routes and emergency procedures can be found at: <http://www.utexas.edu/emergency>.